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ABSTRACT

Language development is the topic of three papers from the Macomb (Illinois) 0-3 Regional Project, a home based program for rural handicapped and high risk infants and toddlers. Cooperative efforts between the project and university speech and hearing services are described in the first paper. The second paper, addressed to parents, covers ways to enhance their child's language development. Paper number three presents a developmental language chart for semantics and syntax for children 0 to 6. (CL)

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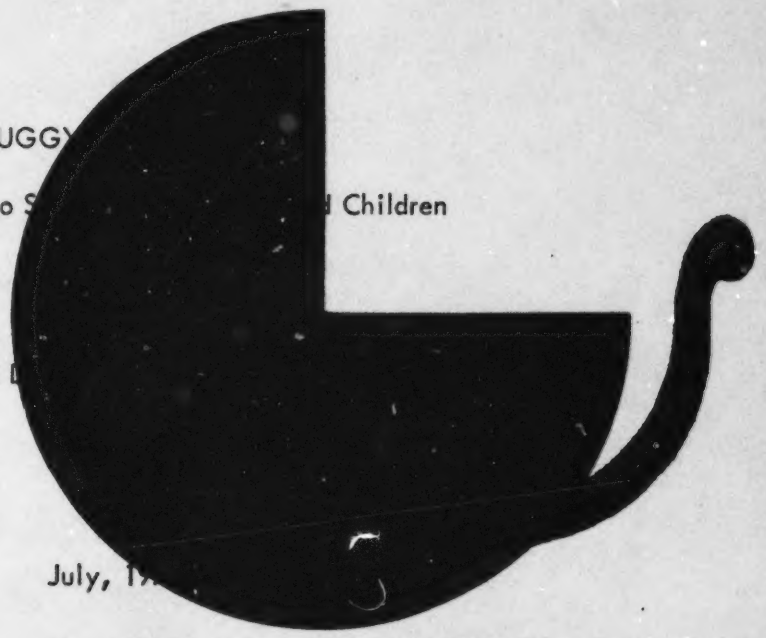

BABY BUGGY

Working Together to S[illegible] Children

Child D[illegible]

July, 19[illegible]

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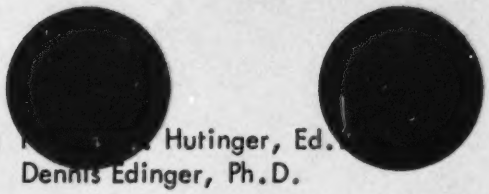

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The purpose of this paper is to document in detail the cooperative activities between the Macomb 0-3 Regional Project and the Speech and Hearing Sciences Department at Western Illinois University in serving language-delayed young children. The experiences describe a successful intra-university cooperative venture.

The Macomb 0-3 Regional Project, a federally funded BEH program housed in the College of Education at Western Illinois University, serves handicapped, high risk and developmentally delayed children from birth to three years old. The area served includes three rural counties in west-central Illinois--McDonough, Hancock, and Fulton. Within these counties, numerous referrals are made of language-delayed children. There is a wide range of reasons for the delays, including facial palsy, cerebral palsy, cleft palate, hearing impairment, mental retardation, poor parent modeling, and environmental deprivation.

The Child Development Specialists (CDSs) who are involved in direct delivery of services to these children are trained in special education and/or early childhood education. Since none of the CDSs has extensive training in the field of language problems, adding language delayed children to the caseload created an immediate need for consultation.

The Speech and Hearing Sciences Department of Western Illinois University had been helpful in the past with screening Project children. Therefore, when consultation was needed, faculty from this department were again contacted. Dr. William Francis, Assistant Professor of Communication Arts and Sciences, arranged to have his staff screen the Project's language delayed children. In October, 1976, he conducted in-service training for two CDSs on the physiology of the condition of several of the children screened by his staff. On November 16, 1976, he again conducted an in-service for the entire Project staff.

During the course of the screenings and after several conversations with Dr. Francis, it was suggested that the Macomb 0-3 Regional Project be made a practicum site for Speech Pathology graduate students. The CDSs compiled a list of children who might benefit from the expertise of the Speech Pathology students. Then, permission was obtained from the parents of these children to have the students conduct a segment of the Project's home visit. In the meantime, Dr. Francis offered the Project as a practicum site to his graduate students. He then screened five applicants as requested by the Project.

A meeting was scheduled at the beginning of Winter Quarter, 1976, to introduce the Project and the CDSs to the practicum students. The CDSs took a part in explaining the Project to the graduate students, delineating what the staff expected from the students. Each CDS conducts the home visit in a different way, so the speech students met individually with the CDSs to further discuss the families they were involved with and their methods for helping them.

Since the structure of the home visits is flexible, the students were allowed considerable freedom in choosing how they would conduct individual sessions with the children. This freedom resulted almost immediately in a difference of opinion between the CDSs and the practicum students' methods. The CDS provides experiences and allows the child to explore the environment. However, the practicum students, accustomed to working with older individuals, were more directive and structured in their sessions. This did not become a major problem because the students discovered quickly that their methods were only partially successful with the young children. Training in the Piagetian and Montessorian methods used by the Project soon resulted in relaxation of the graduate students' methods.

In one instance, a more directive approach was necessary. One of the Project children has a double cleft palate. The lip and soft palate have been surgically repaired, but the hard palate remains open. Exercises have been necessary to increase the child's use of his tongue and lips. Providing an experience and letting the child explore proved unsuccessful. Therefore, the speech student conducted sessions in a more directive manner. A mirror was used to demonstrate lip and tongue movements for the child to imitate. Foods such as marshmallow creme and peanut butter were put on the lips to prompt licking. Other activities to exercise the child's lips and tongue included using straws, spoons, tongue depressors, bubbles, and later, a Language Master. The Language Master was used to play back sounds that the child made during exercises and activities the practicum student provided.

The graduate students in Speech and Hearing Sciences quickly became involved in the Project. Because the CDSs were generally on home visits for an entire day, the practicum students either had to provide their own transportation to the home visit or spend the entire day with the CDS. Most students went out with the CDS for the entire day, even though they worked with only one or two of the children seen during that day. They became very interested in all the families seen, whether or not they were working with the child. Since the graduate students were training to become professionals, they had been made aware of the importance of confidentiality.

Since the arrangement between the Speech and Hearing Sciences Department and the 0-3 Project worked out well during Winter Quarter, the same arrangements were made for Spring Quarter, 1977, with four new practicum students and one returning student. As was to be expected, occasional differences of opinion and teaching styles occurred in the delivery of services to children. However, the enthusiasm and cooperation among the CDSs and the practicum students combined to make the effort an overall success.

Macomb 0-3 Regional Project
July, 1977

During the Winter Quarter, further cooperation between the two agencies included a one day in-service session on speech and language disorders, conducted by Dr. David Yoder, University of Wisconsin, Madison. This session, sponsored by the Speech and Hearing Sciences Department in conjunction with the Office of Continuing Education, was attended by two CDSs from the Project.

On April 29, 1977, the Macomb 0-3 Regional Project sponsored a three-hour training session on cleft palate children, conducted by Dr. Harlan Bloomer, former president of ASHA and Professor Emeritus, University of Michigan. Approximately 50 students from the Speech and Hearing Sciences Department attended the session.

Future plans for the continuation of cooperation between the Macomb 0-3 Regional Project and the Speech and Hearing Sciences Department of Western Illinois University are underway. The Project will be used as a practicum site for graduate students in Speech Pathology beginning in September, 1977. Project children requiring speech and hearing screening will continue to be sent to the clinic for diagnosis. In addition, attempts are being made to create three new practicum sites in day care centers to work with former Project children.

Benefits to the Speech and Hearing Sciences Department and the Macomb 0-3 Regional Project as a result of their cooperative efforts have been significant. Most important of these benefits has been the knowledge shared by the two groups. While the Project staff has provided knowledge and skills in working with young children to the practicum students, the practicum students have, in turn, provided skills and techniques in working with specific speech and language disorders. Together, the CDSs and the practicum students developed unique methods of working with parents. Overall, the program was truly a growth experience.

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BABY BUGGY PAPER NO. 241

Language Development: **You Don't Buy It at the Store**

by

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We use the language other people in our community use to communicate all kinds of information in most of our waking hours. So do our children! Sometimes we don't feel like talking. Children feel the same way! Sometimes we don't want to respond to a question with a complete sentence, instead we respond with a short phrase. We are more inclined to carry on a long, complex conversation when we initiate that conversation ourselves. Children are the same! Children under three are beginning to communicate. When they begin school, teachers are quite concerned with each child's command of language.

Probably the most effective steps you can take toward enhancing your child's language development are these simple ones. They don't require a cash outlay on your part, but they do make time demands upon you. They are also important activities during the child's years before five.

1. Accept your child as a very special, worthwhile, unique human being.
2. Listen to your child when he or she talks or communicates with you (and when your child doesn't talk, listen to the behavior).
3. Take the time to talk to your child, using complex, elaborated language.
4. Provide rich varied experiences so that your child will have something to talk about. Then, allow your child plenty of time to observe what is happening.
5. Make sure your child has many opportunities to hear language from other people, rather than hearing language from a mechanical source (radio, television, mechanical talking toys).

After you've read the above suggestions, you will probably agree that they won't cost you any more money. They may, however, mean rescheduling your time and your priorities. It is more important that you spend time listening to what your child is trying to communicate to you than it is to separate out the language patterns that are not yet "mature," or correcting the child's grammar. Communication is more important than whether or not the young child uses the correct verb form each time he or she speaks.

Language consists of several components: phonology (sounds); semantics (meaning vocabulary); and grammar or syntax (the way words are put together to make meaningful utterances). We sometimes confuse concept development (in schools, particularly) with language development. Indeed, the two are closely related.

Macomb 0-3 Regional Project
May, 1977

Some Guide Posts to the Development of Grammar. When we talk about grammar or syntax, we are not talking about the kind of grammar you studied when you were in elementary school, or high school. Rather, we are talking about a description of the way the child puts words together--there is no right or wrong way. The child develops his or her own grammatical system. Children learn language by imitating some things, but there is much more involved than that. The child learns a rule system for using language, even though no one points out those rules. In fact, perhaps the child develops language more easily if those rules are not pointed out to him or her. By the time the child is five years of age, he or she uses most of the complex constructions that adults use, but the communications are usublly shorter, and contain less information.

In the beginning, the child uses holophrases (one word sentences--when "mo" means "more milk," "more water," "play with me some more.") Soon, the child begins to use two ward utterances that communicate a variety of things. These two word utterances have a surface structure (the words themselves) and a deep structure (the meaning and/or intention of the speaker). Some examples follow:

Child's utterance	What it means
"glass plate"	conjunction: "I see a glass and a plate."
"party dress"	attribution: "This is a party dress."
"Chuck sock"	possession: "This is Chuck's sock."
"Hat table"	location: "The hat is on the table."
"Scott ball"	subject-object: "Scott will throw the ball."

There is a difference between competence and production, or what the child knows and what he can do or say. The child "operates" on his language. Sometimes you will hear him correcting himself or sometimes he will expand his utterance, such as "sit down . . . boy sit down . . . boy sit down chair." When this happens, the child is showing progressive operation on his own language (but he won't be able to use words to tell you what he is doing). Apparently there is some performance limitation or some restriction on "sentence programming span," which blocks the child's performance. The child filters what he hears through his own rule system. When a child stops and corrects himself, we can infer that he is monitoring his speech against some form of correctness.

Sometime around three or four years of age, sometimes a little later, the child begins to use over-regularizations of inflections, even though he or she may have been using the correct verb form earlier. These are to be expected, and will eventually be changed to correct forms. Examples occur when the child discovers

that there is a way to make words express something that happened in the past--add an 'ed'! Then the child says "comed, breaked, goed, doed, feeded." Pay attention to what your child means, not the way he or she is saying it.

When the child begins to use negation (and it happens early!), expect to hear things like "No sit there," "Wear mitten no." The form your child's questions take are interesting and will eventually be transformed into utterances that are much like yours, but in the beginning, your child will ask questions such as "What the boy hit?" "Where I should put it?" "What he can ride in?" Again, attend to the meaning, not to the form, or the way your child is asking a question. Questions that require a yes or no answer are much easier than the "Who," "When," "Why," "What" variety.

What can parents do? There are several things you can do, and probably already do, that enhance your child's language development.

1. Use expansion - when your young child makes an utterance that is not grammatically complete, such as "dog bark," use his utterance, but expand it to a grammatical form, "Yes, the dog is barking," or "Yes, that dog barked."
2. Use extension - this means to expand your child's utterance, as above, but add some new information, for example, "Yes, the dog is barking but he won't hurt you," or "Yes, the dog is barking because he's mad at the kitty."
3. Use questions that are open-ended, rather than a question that has only one right answer. For example, instead of asking, "Do you hear that noise?" (it only requires a yes or no from the child), ask "What kinds of things do you think might make that noise?" Ask questions that hdlp the child begin to make predictions - "I wonder what would happen if . . . . . we let these ice cubes sit here in the dish?"

Courtney Cazden has spent a great deal of time studying the language development of young children. She suggests that teachers ask themselves the following questions, and it works for parents, too.

1. Is this a back and forth monologue on my part?
2. Are my questions open or close-ended?
3. Am I moralizing, i.e., am I telling the child how he should be thinking and feeling instead of accepting the way he does?
4. Do I really listen to children? Or do I jump in with an answer as soon as I think I've guessed what he means, or even with an answer that fits my own preconceptions or needs for control?

5. Is my language production geared to the child's understanding and at the same time expanding the child's existing language, giving him new words for more complex operations?
6. Do I finish sentences or do I leave children hanging in mid-air?
7. Do I avoid using pat phrases over and over again?
8. Do I involve children in activities that lend themselves easily to promoting--and might even necessitate--verbal interactions?
9. Is there a maximum chance for children to converse with each other?
10. Do I take action to involve children in verbal communications when there is opportunity?
11. Is verbal interaction related to the real world and the child's real world?

Cazden goes on to say, "Drilling children in linguistic forms can turn the kids off in a hurry, just as quickly as asking them to produce correct answers to questions. You can teach a child to use the correct words in the right places, such as for instance, 'under,' 'over,' 'around,' 'into,' 'or.' But if you want more than a mechanical repertoire of words, if you want understanding and transferability, be sure the words are attached to action or demonstrations of what the words actually mean in the context of the child's experiential field and are not embedded in abstractions." (Cazden, 1972, p. 116.)

Finally, the most important question to ask yourself: Does the interaction between me and my child take place in the context of mutual trust, and respect, based on my genuine friendliness, love, unconditional acceptance, warmth, empathy, and interest? You can't buy any of this at the store.

Some interesting experiences parents can provide

1. Read to your child every day (but be sure the stories are good ones, at his or her level--ask the children's librarians at the library--they have lots of good information).
2. Write down the things your child tells you about his or her pictures.
3. Provide opportunities for your child to experience a variety of people, places, and objects so he or she will have something to talk about.
4. Take trips to interesting places: the bowling alley (not to wait while you bowl), the shoe repair shop, the bakery, the zoo, a farm, a small airport then a big airport, a trip on a train, a trip on a bus, different kinds of stores.
5. Arrange things so that your child can see an operation from beginning to end, i.e. making butter (shake up whipping cream in a sealed

fruit jar, wash, add salt if desired)--it's more fun if you can visit the farm and bring home milk, but that might not be possible. Make applesauce from apples (better yet if you can pick the apples--some children believe that applesauce only comes from jars); making cloth from yarn (woven, knitted, crocheted). Children often are not aware of the origins of things we take for granted.

6. Visit community affairs--4-H fairs, craft shows (don't expect to see everything, perhaps your child will only be interested in a few things. Remember that you're not taking him or her to meet your needs, but rather to let the child see things that arouse his or her curiosity. If you do want to make a thorough tour of an antique show, for instance, do it at another time.)
7. Provide plenty of raw materials - paper, paint, crayons, clay, boxes.
8. Encourage your child to talk about whatever he is making, but don't keep asking, "What is it?"
9. If you have a tape recorder, or a CB radio, let your child use it to communicate. Young children like to hear themselves talk when the tape is replayed. If he or she uses a CB, be sure that it's not over-use or misuse, but supervise.

Summary

When your child enters school, teachers are very concerned with language development. It has important implications in learning to read and is probably important in problem solving. Tests often depend on language. A child who can use language flexibly and is able to communicate easily has a good beginning in his school career. Time you spend with your child can be an important base for developing later competency. Your knowledge of what to expect as your child's language develops, will give you some ideas about things to do and things to try. And don't forget, talking and listening to your child does not carry a dollars and cents price tag! You can't buy it at the store, but it is invaluable!

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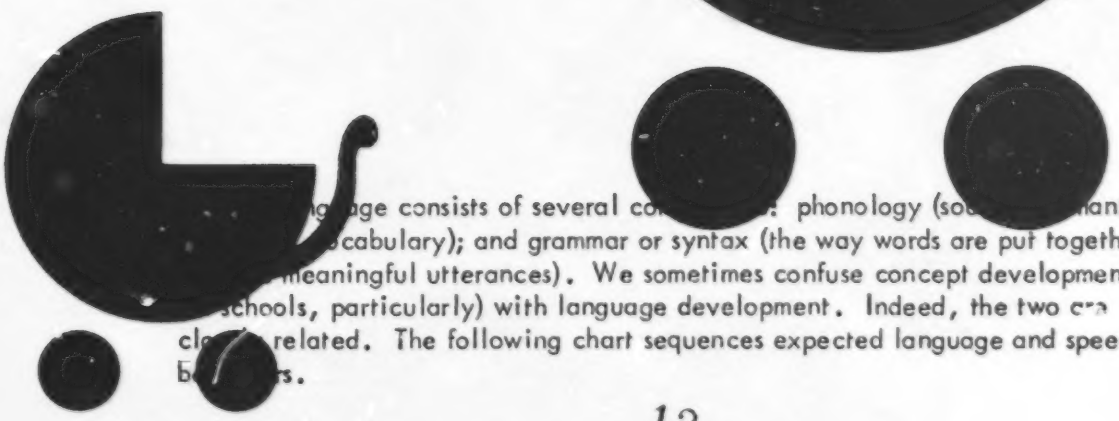

...age consists of several co... phonology (so... antic... ...cabulary); and grammar or syntax (the way words are put together ...meaningful utterances). We sometimes confuse concept development ...schools, particularly) with language development. Indeed, the two ar... cl... related. The following chart sequences expected language and speech b... s.

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SEMANTICS: Meaning of Language (ages are in months)

0-6 Response to speech, babbling, or vocalization of an adult by vocalizing.
Recognition of general meaning of warning, anger, friendly voice patterns.
Stops activity 50% of time in response to "no."
Occasional recognition of name.

6-12 Plays speech gesture games (pat-a-cake, pointing to body parts, familiar objects).
Imitation of environmental noises or animal noises.

12-18 One word utterances--labeling and naming.
Asks for simple needs.
Turns head or comes when name called.
Performs simple requests.
Identifies simple pictures.
Identifies some body parts.
Uses appropriate gestures in response to common objects or common words.
Plays speech gesture games.
Identifies common objects.
Comprehends "give it to me."
Follows one direction with a ball.

18-24 Indication of "no" by shaking head or saying "no" or both.
Usage of - mine, more, eat, now, down, off, bye-bye, all gone, first name, animal and environmental sounds.
Identifies 8-10 common pictures when they are named (nouns).
Identifies 12-15 common objects (nouns).
Follows two directions with a ball.
Responds appropriately to simple commands.
Comprehends very simple personal pronouns.
Comprehends "now," "in a minute" in everyday activities.
Identifies more body parts.

24-30 Uses common pronouns.
Identifies family members.
Refers to self as "me" instead of first name.
Names simple body parts.
Comprehends many simple commands, verbal discipline, some prepositions, three directions with ball, simple time relationships, action words.
Identifies smaller body parts.
Usage of plurals for simple words.
Names 8-10 common pictures (nouns).
Indication of negative judgement.
Identification of a primary color.

30-36 Naming pictures of common objects (nouns); increasing identification of more.
Begins to comprehend big, little (adjectives).
Comprehends four directions with a ball.
Discriminates "just one" and "more than one."

36-48 Consistent usage of plurals and of -ing ending.
Names one primary color; identifying two.
Count 1-10 by rote.
Identification of objects described in terms of function.
Gives full name.
Nouns increasing.
Comprehending more prepositions.
Comprehends boy/girl.

48-60 Naming objects by function.
Common irregular forms.
Competent use of grammatical inflections.
Identification of three to four colors.
Comprehension of less common action words.
Identifies common class labels for familiar objects.
Continual increase in nouns, comprehension of prepositions.
Comprehension of concept of two.
Comprehension of two stage command.
Counts five objects.
Names common action pictures.

60-72 Five to six word sentences. All parts of speech used correctly.
Names five-six colors.
Counts ten objects.
Comprehension of full/empty; class labels; three stage command; concept of three; opposites.
Discrimination of less common prepositions.
Increasing comprehension of vocabulary items, involving abstract concepts, classification labels, and less common objects.
Begins identification of alphabet.

SYNTAX: Putting Words Together in Meaningful Ways (ages are in months)

0-6

6-12

12-24 Holophrase - one word that has several meanings.
Intonation denotes imperatives, questions, declaratives.
Adjectives

18-24 Two word utterances
Pivot words
Open class
Noun--noun
Surface structure
Deep structure
Intonation still used for questions, imperatives.
Negation

24-36 Three and four term utterances
--verb inflections
--plurals
--articles
--present progressive first, past and present indicative
--possessives
--regularizations
--overgeneralizations
--transformations
--yes/no questions
--wh questions
--tag questions using "huh?"
--negative questions
Imperative phrases and sentences
Negation

36-72 Formulation own rules--self correction
Fluent grammatical inflections, plurals
(38 mos.) More complex yes/no and wh questions
Questions using auxiliaries
Inversion of AUX and subject NP in yes/no but not wh questions
(42-54 mos.) Development of tag questions from "huh" to mature form
Correct usage of auxiliaries in affirmative questions, first; later in negative questions
Development of complex sentences, including indirect wh-questions

Irregular forms--verbs, comparatives, plurals, possessives
Use of embedded sentences
Coordinating full sentences
Connector words
- a. compound sentences, and-or-but
- b. complex sentences
  1. temporal
  2. causal
  3. conditional
  4. temporal, before-after